

WORLD HISTORY INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS:  
A SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH

by

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## **Introduction**

This project entails a synthesis of text analysis with curriculum development for a unit of study of world history. The central question guiding this project is below:

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

A text analysis of theme progressions used in selected passages from a world history textbook on the topic of Atlantic Exploration was gathered using a systemic functional linguistic approach. The results of the text analysis informs one unit of study integrating the data on theme progressions into content area lessons. A pre-planning checklist was developed to guide implementation of language instruction into history lessons. The unit lessons and checklist are designed following principles of the Big Four Approach and GANAG (Pollock, 2008).

## **Project Components**

The work of completing this project began with a text analysis of the genre and theme progressions of a chapter of world history text. The topic of the chapter is European Exploration in the early 1400s. The text analysis was done to inform myself in

preparation for designing a unit of curriculum. The text analysis document is attached as an appendix to show how I determined the theme progression patterns. This may prove helpful to teachers who would like a process for pre-reading a text in order to plan language-based lessons with students.

The first component in this document is the pre-planning checklist created as a tool that can be used to assess the language focus of a unit or lesson. It is intended for teachers who are teaching content but need or want to begin integrating a focus on language development into their teaching. It is a document that can be used with a teacher's preferred unit planning method in that the format of the unit design is not specified in the checklist. The checklist includes components that a teacher can integrate in accordance with their comfort and level of training.

The second section in the project is the unit itself. While I followed pre-planning principles of *Understanding by Design* (Wiggins & McTighe, 2005), the lesson layout follows the *GANAG* format from Pollock & Ford (2009). Each lesson is structured to be completed within a 77 minute block, since that is the context within which I teach. Each lesson could be divided into smaller segments to accommodate shorter class periods. Within the unit, there are links to supporting resources such as student handouts and strategy explanations to assist teachers who may be unfamiliar with a strategy in the unit.

To illustrate how the checklist can be applied to specific lessons, I follow each lesson with a sample checklist that lists the components of the checklist as they appeared in that lesson. Going through this process helped me to see weaknesses in my own lesson

planning, which I then took actions to correct. It also highlights for readers what the checklist components might look like in a lesson.

### **Project Context and Audience**

This project is intended to benefit content-based EL teachers, specifically those who teach world history classes at the secondary level. It is also intended for any history teacher who works with high numbers of ELs. Other history teachers may benefit from this unit as one example of how a teacher could teach an integrated unit of content and language development standards. The unit is designed to be implemented in the spring of 2018 school year in a EL World History with Language Development class for level two EL students. While the unit is specific to a particular school, the unit could be followed by any teacher with access to the anchor textbook which is listed in the References of this project.

The checklist is a tool that can be used to apply the process in this study to future lessons and that can be shared with other teachers. EL coaches may find it to be a helpful way to give feedback and guides to colleagues. Administrators who are looking for ways to guide teachers to include more language development in their lessons may also find it helpful. I personally will use this checklist as a reminder and guide to consistently and thoroughly integrate language into my history lessons in the future.

I hope that this project adds to the practical application of theory into teaching. It is my attempt to integrate theories of Systemic Functional Linguistics into a my teaching practice in a meaningful way. I encourage others who are interested in this method of

teaching content-based EL to share their work as well. This is important work that may prove a useful pedagogy for accelerating the language development of secondary EL students.

<b>Pre-Planning Checklist for Language-Based History Unit</b>	
<p><b>Identify the <b>Standards</b> and <b>Benchmarks</b></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for History and Social Studies</li> <li><input type="checkbox"/> WIDA Language Development Standards</li> </ul>	<p>Identify the “<b>functions</b>” in the benchmarks,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze</li> <li><input type="checkbox"/> Explain</li> <li><input type="checkbox"/> Evaluate</li> <li><input type="checkbox"/> Describe</li> <li><input type="checkbox"/> Determine</li> <li><input type="checkbox"/> Identify</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding</li> </ul>	
<p>Determine the appropriate <b>genre</b> of the student response.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Factual recount</li> <li><input type="checkbox"/> Description</li> <li><input type="checkbox"/> Explanation</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Argument</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre</b> that students need to know and be able to use to successfully complete the assessment.</li> <li><input type="checkbox"/></li> </ul>
<p><b>Written Assessments/Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Factual Recount</li> <li><input type="checkbox"/> Explanatory</li> <li><input type="checkbox"/> Descriptive</li> <li><input type="checkbox"/> Argument</li> <li><input type="checkbox"/> Multiparagraph Essay ( of a</li> </ul>	<p><b>Spoken Assessments/Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech</li> <li><input type="checkbox"/> Video: Educreations, Adobe Spark, iMovie, GarageBand</li> <li><input type="checkbox"/> Presentation: keynote, google slides, powerpoint</li> </ul>

<p>specific genre; see above)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research paper</li> <li><input type="checkbox"/> Annotated map</li> <li><input type="checkbox"/> Annotated timeline</li> <li><input type="checkbox"/> Silent Debate</li>   <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Debate</li> <li><input type="checkbox"/> Philosophical Chairs</li> <li><input type="checkbox"/> Silent Debate with group Debrief</li>   <li><input type="checkbox"/></li> </ul>
<p>Determine the <b>Content Knowledge</b> needed to complete the assessment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text or multiple readings that are accessible to the students' English proficiency level</li> </ul>	<p>Determine the <b>genre</b> of the text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Factual recount</li> <li><input type="checkbox"/> Description</li> <li><input type="checkbox"/> Explanation</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Argument</li> </ul>
<p><b>Analyze the text</b> and determine features of the text that students need to understand.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical connectors</li> <li><input type="checkbox"/> Transition words</li> <li><input type="checkbox"/> Reference techniques</li> <li><input type="checkbox"/> Nominalizations</li> <li><input type="checkbox"/> Specific Verbs and Verb tense</li> <li><input type="checkbox"/> Voice/Tone</li> <li><input type="checkbox"/> Expanded noun phrases</li> <li><input type="checkbox"/> Adverbial phrases</li>   <li><input type="checkbox"/></li>   <li><input type="checkbox"/></li> </ul>	<p><b>Direct Instruction and Teacher Modeling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a section of text for guided reading to model identifying chosen text feature</li> <li><input type="checkbox"/> Identify specific words in the text that are examples of the chosen text feature</li> <li><input type="checkbox"/> Selected vocabulary: meaning and use in related context</li> <li><input type="checkbox"/> Identifying language feature in selected readings; analyzing its use in context</li> <li><input type="checkbox"/> Prepare a “shared” writing experience to co-construct an example as a class</li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students working in groups or pairs or independently to practice language feature in context</li> <li><input type="checkbox"/> Students working in groups, pairs,</li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment task integrating the content knowledge, genre specific language features, and targeted vocabulary</li> </ul>



<p>or independently to gain mastery of content.</p> <p><input type="checkbox"/> Students co-constructing text with one another</p>	
<p><b>Assessment Criteria</b></p> <p><input type="checkbox"/> Rubric or Checklist</p> <p><input type="checkbox"/> Includes criteria for use of language features and vocabulary words that were explicitly taught</p>	

<p><b>Factors that Led to Exploration</b> 1450 CE – 1750 CE</p>		
<p>ACCESS World History Unit 4: Early Modern Times 1450-1789 Lesson 10: Early Exploration</p>		
<p><b>MN World History Standards and Benchmarks</b></p>	<p><b>Common Core Literacy in Social Studies and History Standards.</b></p>	<p><b>Common Core Standards for Informational Writing</b></p>
<p><b><u>Standard 10:</u></b> 1450 CE – 1750 CE New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power.</p> <p><b><u>Benchmark 2.</u></b> Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization</p>	<p><b><u>CCSS.ELA-LITERACY.RH.9-10.5</u></b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p><b><u>CCSS.ELA-LITERACY.W.9-10.2</u></b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b><u>CCSS.ELA-LITERACY.W.9-10.2.C</u></b> Use appropriate and varied transitions to link the major sections of the text, create</p>

		cohesion, and clarify the relationships among complex ideas and concepts.
<b>Guiding Questions</b>		
<input type="checkbox"/> Why were Europeans interested in exploring the Atlantic ocean? <input type="checkbox"/> How did technology improve exploration of the Atlantic ocean in the 1400s?		
<b>Big Ideas</b>		
<input type="checkbox"/> Early European explorers were seeking new trade routes to Asia. <input type="checkbox"/> New technology enabled longer oceanic voyages.		
<b>Skill building</b>	<b>Language Focus</b>	<b>Content Vocabulary</b>
<ul style="list-style-type: none"> <li>● Identify theme patterns</li> <li>● Identify participants</li> <li>● Recognize factual recounts</li> <li>● Analyze causes of events</li> <li>● Write an explanatory paragraph</li> </ul>	<ul style="list-style-type: none"> <li>● Use cause and effect signal words and phrases</li> <li>● Paragraph level writing to explain causes and effects.</li> <li>● Use analysis of theme, rheme and participants to read and understand factual recounts</li> </ul>	<p style="text-align: center;"> <b>Europe</b>  <b>European</b>  <b>Trade</b>  <b>traders</b>  <b>Innovate</b>  <b>innovator</b>  <b>Innovation</b>  <b>Navigate</b>  <b>Navigator</b>  <b>navigation</b>  <b>Explore</b>  <b>Exploration</b>  <b>Explorers</b> </p>

	<b>Lesson 1</b> <b>77 minutes</b>
<b>Goal</b>	<p><u>Benchmark 2. Explain</u> the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization  <u>CCSS.ELA-LITERACY.RH.9-10.5</u>  <b>Analyze</b> how a text uses structure to emphasize key points or advance an explanation or analysis.</p>
	Guiding Question: Why were Europeans interested in exploration?
	<p><b>Content Objective:</b>  Students will be able to use pictures to inform historical inquiry.</p> <p><b>Language Objectives:</b>  Students will be able to define keywords in a Frayer Model.  Students will be able to analyze how keywords are used in context when close reading an informational text.  Students will identify the author’s purpose.</p>
<b>Access Prior Knowledge (Culturally relevant)</b>	<p><b><u>Do Now:</u></b>  <u><a href="#">Think-Write-Pair-Share (see References)</a></u>  What happened when you met someone from a totally different culture?</p> <ul style="list-style-type: none"> <li>● Select students to share with the class.</li> <li>● Discuss what happens when two cultures meet for the first time.</li> <li>● Introduce the unit Early Exploration. Read the introduction on p. 126.</li> </ul>

<p><b>New Information</b></p>	<p><b>Reasons for Exploration pps. 126-127</b>  <a href="#">Visual Thinking Strategy</a>, <a href="#">VTS</a> (<a href="#">see Handout 1</a>)  Students will analyze the pictures and generate questions to facilitate historical inquiry skills.</p> <ul style="list-style-type: none"> <li>● Use the VTS guide in the link above.</li> <li>● Select students to share with the class.</li> <li>● Discuss and make predictions about the chapter.</li> <li>● Read the Big Idea on page 127.</li> </ul> <p><a href="#">Frayer Model Vocabulary Squares</a>, (<a href="#">see Handout 2</a>) <a href="#">FM</a> (<a href="#">see References</a>)</p> <p><b>Europe, European, trade, traders</b>  Students will complete the Frayer Model using the information on p. 128 or in the book's glossary</p> <ul style="list-style-type: none"> <li>● Teacher will pronounce the words, students will repeat, teacher will model the stress pattern and how to notate that on the Vocabulary square's fourth quadrant.</li> </ul>
<p><b>Apply</b></p>	<p>AVID <a href="#">Mark the Text Strategy</a> (<a href="#">see References</a>) (adapted to include author's purpose)</p> <ul style="list-style-type: none"> <li>● Copy the section of text (p. 130) so students can write on it.</li> <li>● Number the paragraphs <ul style="list-style-type: none"> <li>○ Read one time (independently)</li> <li>○ Read second time ( teacher-led guided reading)</li> <li>○ Circle key words <ul style="list-style-type: none"> <li>■ Analyze and discuss the words from the Frayer Model as they are used in the text.</li> </ul> </li> <li>○ Identify the author's purpose <ul style="list-style-type: none"> <li>■ What is the purpose of this text?</li> <li>■ Is this text fiction or non-fiction?</li> </ul> </li> </ul> </li> </ul>
<p><b>Generalize (check understanding)</b></p>	<p><a href="#">Exit Ticket</a>. (<a href="#">see References</a>)  Revisit the guiding question: Why were Europeans interested in exploration?  In groups, students will create a list of reasons that they can identify from the reading.</p>

LESSON 1: Checklist Alignment	
Identify the <b>Standards</b> and <b>Benchmarks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for History and Social Studies</li> </ul>	Identify the “ <b>functions</b> ” in the benchmarks, <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Explain</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding               <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --identify reasons in a list</i></li> </ul> </li> </ul>	
Determine the appropriate <b>genre</b> of the student response. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount (Do Now)</i></li> <li><input type="checkbox"/> <i>Open discussion (VTS)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre ...</b></li> <li><input type="checkbox"/> <i>Asking questions about historical images</i></li> </ul>
<b>Written Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Fray Model</i></li> <li><input type="checkbox"/> <i>Visual Thinking Strategies; making observations and writing questions.</i></li> </ul>	<b>Spoken Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Guided Reading; Discussion</i></li> <li><input type="checkbox"/> <i>Guided Discussion; Cold Call</i></li> </ul>
Determine the <b>Content Knowledge</b> needed to complete the assessment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text....</li> <li><input type="checkbox"/> <i>Page 130 of the text book, 2 paragraphs.</i></li> </ul>	Determine the <b>genre</b> of the text. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount</i></li> </ul>

<p><b>Analyze the text</b> and determine features of the text that students need to understand.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Keywords</i></li> </ul>	<p><b>Direct Instruction and Teacher Modeling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Selected vocabulary: meaning and use in related context</i></li> <li><input type="checkbox"/> <i>Mark the Text; guided reading</i></li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Whole class discussion: e.g. interactive notes, guided reading</i></li> <li><input type="checkbox"/> <i>Students working in groups or pairs or independently to practice language feature in context</i></li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Exit Ticket; Formative</i></li> </ul>	

	<b>Lesson 2</b> <b>77 minutes</b>
<b>Goal</b>	<u>Benchmark 2.</u> <b>Explain</b> the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization <u>CCSS.ELA-Literacy.RH.9-10.5</u> <b>Analyze</b> how a text uses structure to <b>emphasize key points</b> or advance an explanation or analysis.
	Guiding Question: Why were Europeans interested in exploration?
	<b>Content Objective:</b> Students will write a summary of the text, describing the motivations for exploration. <b>Language Objectives:</b> Students will learn to identify theme, rheme, and participant in sentences of informational text. Students will use an analysis of theme, rheme and participants to accurately identify reference in informational text.
<b>Access Prior Knowledge (Culturally relevant)</b>	<b>Do Now:</b> <u>Think-Write-Pair-Share (see References)</u> What are three examples of <i>technology</i> that benefit you today? Describe how one of your examples improves your life? <ul style="list-style-type: none"> <li>• Select students to share with the class.</li> </ul>
<b>New Information</b>	<u>Frayer Model Vocabulary Squares, (see Handout 2) FM (see References)</u> <b>Innovate, innovation, innovator</b> <b>Shared terminology: Theme and Rheme</b> <ul style="list-style-type: none"> <li>• Use the same reading as Lesson 1; p. 130 Reasons for Exploration</li> </ul>

- Students will set up notebook paper into a [Cornell Notes](#) (see [Handout 3](#)) format.
- Preteach the terms theme and rheme and participants
  - Theme: the beginning of the sentence, up to the main verb
  - Rheme: the end of the sentence, beginning with the main verb
  - Participant: the person, group or entity participating in the action of the sentence.
- Give several examples of how to divide the sentence into the *theme* and *rheme*.
- Have students copy them into their notes under the definitions. Model how to label them
- Suggestions:
  - The teacher passed out the papers.
  - The student in the green shirt raised her hand to answer a question.
  - Running in a marathon is a difficult.
  - After the storm, the clouds cleared and the sun was shining.
  - When we get to the museum, everyone needs to listen to the tour guide.
- Teach the grammatical term *participants*.
  - In a sentence, the subject of the sentence usually tells us who or what is *participating* in the action. A *participant* can be a person, a group of people, an organization, or other categories of noun phrases.
- Interactive Notetaking: Adding to notes
  - Students will go back to the example sentences in the notes. In pairs, students identify and then will either highlight or circle the participants. Note that in some sentences, the participant is not named in the sentence (eg. Running in a marathon is difficult. Has no participant)
- Guided Discussion: Review the students' work as a whole class discussion; Use [Cold Call](#) (see [references](#)) to ensure equity and engagement



	<ul style="list-style-type: none"> <li>○ Note that when there are two independent clauses, there can be two themes and two participants (eg. After the storm, the clouds cleared and the sun was shining. Has two participants <i>the clouds</i> and <i>the sun.</i>)</li> </ul>
<b>Apply</b>	<p><u>Mark the Text</u> Strategy extended</p> <ul style="list-style-type: none"> <li>● In pairs, students will reread the page of text from lesson 1. (page 130) to analyze <i>theme progressions</i> and paraphrase topic and main ideas <ul style="list-style-type: none"> <li>○ Underline themes; highlight or circle participants</li> <li>○ In the margins, paraphrase the main ideas</li> </ul> </li> </ul>
<b>Generalize</b> (check for understanding)	<p><u>Exit Ticket:</u> (<a href="#">see References</a>)</p> <p><u>Interactive Notetaking: Summarizing Notes</u></p> <p>Students will write a summary of the text, describing the motivations for exploration at the end of their Cornell Notes.</p> <p>Underline the themes in <i>your summary</i> and circle the participants <i>you chose</i> to use in your summary.</p>

<b>LESSON 2: Checklist Alignment</b>	
Identify the <b>Standards and Benchmarks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for History and Social Studies</li> </ul>	Identify the <b>“functions”</b> in the benchmarks, <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Explain</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding               <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --write a summary</i></li> <li><input type="checkbox"/> <i>Formative--independently identify themes and participants in their own writing</i></li> </ul> </li> </ul>	
Determine the appropriate <b>genre</b> of the student response. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount (Do Now)</i></li> <li><input type="checkbox"/> <i>Descriptive Summary (Exit Ticket)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre ...</b></li> <li><input type="checkbox"/> <i>Factual</i></li> <li><input type="checkbox"/> <i>Listing using sequential or additive connectors</i></li> </ul>
<b>Written Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Frayer Model</i></li> <li><input type="checkbox"/> <i>Cornell Notes</i></li> <li><input type="checkbox"/> <i>Summarizing Notes</i></li> <li><input type="checkbox"/> <i>Mark the Text</i></li> </ul>	<b>Spoken Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Interactive Note-taking: adding to notes</i></li> <li><input type="checkbox"/> <i>Guided Discussion; Cold Call</i></li> </ul>
Determine the <b>Content Knowledge</b> needed to complete the assessment.	Determine the <b>genre</b> of the text. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount</i></li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text....</li> <li><input type="checkbox"/> <i>Page 130 of the text book, 2 paragraphs.</i></li> </ul>	
<p><b>Analyze the text</b> and determine features of the text that students need to understand.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Theme, Rheme, Participants</i></li> </ul>	<p><b>Direct Instruction and Teacher Modeling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Identifying language feature in selected readings; analyzing its use in context</i></li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Whole class discussion: e.g. interactive notes, guided reading</i></li> <li><input type="checkbox"/> <i>Students working in groups or pairs or independently to practice language feature in context</i></li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Writing a descriptive summary; identifying themes and participants independently</i></li> </ul>
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formative: Are students familiar with how to use connectors in a descriptive summary?</li> </ul>	

	<b>Lesson 3</b> <b>77 minutes</b>
<b>Goal</b>	<u>Benchmark 2.</u> <b>Explain</b> the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization <u>CCSS.ELA-LITERACY.W.9-10.2</u> <b>Write</b> informative/explanatory texts to <b>examine</b> and convey complex ideas, concepts, and information clearly and accurately through the <b>effective selection</b> , organization and <b>analysis of content</b> .
	Guiding Question: Why were Europeans interested in exploration?
	<b>Language Objective:</b> Students will make a claim, and support it with evidence in a structured debate (philosophical chairs). <b>Content Objective:</b> Students will analyze the motivating factors of European exploration and evaluate factors to make a claim.
<b>Access Prior Knowledge (Culturally relevant)</b>	<b>Do Now:</b> <u>Think-Write-Pair-Share</u> ---( <a href="#">see References</a> ) Which is a better way to travel: using the bus or driving your own car? <ul style="list-style-type: none"> <li>● Choose one and give a reason to support your choice.</li> </ul> Select students to share their ideas with the whole class.
<b>New Information</b>	<u>Frayer Model Vocabulary Squares</u> , <u>FM</u> ( <a href="#">see References</a> ) <b>navigate, navigation, navigator</b> <ul style="list-style-type: none"> <li>● Use the <u>Word Family Frayer Template</u> (<a href="#">see Handout 4</a>)</li> <li>● Define as a group</li> <li>● Think-Pair-Write-Share               <ul style="list-style-type: none"> <li>○ How are each of these used differently in a sentence?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Can they all be in the <i>theme</i> of the sentence?</li> <li>○ Can they all be used in the <i>rheme</i> of a sentence?</li> <li>○ Which ones are more likely to be <i>participants</i> in the sentence?</li> <li>○ Work through some example sentences together.</li> <li>○ Students will add two example sentences to the bottom two quadrants of their Frayer Model Templates</li> </ul> <p><b>Using Maps to support Informational Text</b>  <i>Ensure students have access to maps of the regions described in the chapter: <b>Options:</b> blackline masters of world map, class set of atlases, desktop world maps, Google Earth.</i></p> <p>In pairs, students will use maps to find possible routes between Europe and Asia.</p> <ul style="list-style-type: none"> <li>● Select students to share their routes with the whole class</li> <li>● Discuss the possible trade routes available for traders in the 1400s.</li> </ul>
<p><b>Apply</b></p>	<p><u><a href="#">Philosophical Chairs</a></u> (See References (AVID))</p> <p>Before class, put up labels in two areas in the room: Land Route and Sea Route</p> <ul style="list-style-type: none"> <li>● Present the question to students: <ul style="list-style-type: none"> <li>○ “Which do you think was a better option for traders traveling between Europe and Asia: A land route or a sea route?”</li> </ul> </li> <li>● Allow students time to decide which option they support. Then have students move to the side of the room labeled with the option they support.</li> <li>● Allow the two groups of students to determine what evidence they will use to support their choice. A recorder for the group will record the evidence with a marker on poster paper.</li> <li>● Students may use the text and the maps to find evidence.</li> <li>● Allow each side to choose 3-5 student representatives for their choice. Each side will take turns speaking for their reasons.</li> </ul> <p><u>Whole class Debriefing and Extending Discussion</u></p> <ul style="list-style-type: none"> <li>● Discuss how the conversation went</li> <li>● What pieces of evidence were the most convincing?</li> </ul>

	<ul style="list-style-type: none"> <li>● What do were the early explorers mostly concerned about?</li> </ul> <p><u>Extension:</u></p> <ul style="list-style-type: none"> <li>● <i>Trade occurred between <b>Europe and Asia</b>.</i></li> <li>● Who do we see mentioned in the <b>themes</b> of page 130? (answer: Europeans)</li> <li>● Why do you think we don't we see "Asians" or "Asian traders" in the themes?</li> </ul> <p><u>Think-Write-Pair-Share</u></p>
<p><b>Generalize</b> (check their understanding)</p>	<p>Exit Ticket: (<a href="#">see References</a>)</p> <p>Explain which route was a better trade route in the 1400s: a land route or a sea route?</p>

LESSON 3: Checklist Alignment	
Identify the <b>Standards</b> and <b>Benchmarks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for History and Social Studies</li> </ul>	Identify the “ <b>functions</b> ” in the benchmarks, <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Explain</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding               <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --write a summary</i></li> </ul> </li> </ul>	
Determine the appropriate <b>genre</b> of the student response. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explanatory Summary (Exit Ticket)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre</b> ...</li> <li><input type="checkbox"/> <i>Precise, factual language; phrases that clarify details; transition words</i></li> </ul>
<b>Written Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Frayer Model</i></li> <li><input type="checkbox"/> <i>Explanatory summary</i></li> </ul>	<b>Spoken Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Philosophical Chairs</i></li> <li><input type="checkbox"/> <i>Guided Discussion; Cold Call</i></li> </ul>
Determine the <b>Content Knowledge</b> needed to complete the assessment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text....</li> <li><input type="checkbox"/> <i>Page 130 of the text book, 2 paragraphs.</i></li> <li><input type="checkbox"/> <i>Maps of the related regions</i></li> </ul>	Determine the <b>genre</b> of the text. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount</i></li> </ul>

<p><b>Analyze the text</b> and determine features of the text that students need to understand.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Theme, Participants</i></li> </ul>	<p><b>Direct Instruction and Teacher Modeling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Selected vocabulary: meaning and use in related context</i></li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Whole class discussion: e.g. interactive notes, guided reading</i></li> <li><input type="checkbox"/> <i>Students co-constructing text with one another</i></li> <li><input type="checkbox"/> <i>Students engaging in structured debates with one another</i></li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Writing a explanatory summary; analyzing themes and participants independently</i></li> </ul>
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative: Are students familiar with how to write an effective explanation?</i></li> </ul>	



	<b>Lesson 4</b> <b>77 minutes</b>
<b>Goal</b>	<u>Benchmark 2.</u> <b>Explain</b> the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization <u>CCSS.ELA-Literacy.RH.9-10.5</u> <b>Analyze</b> how a text uses structure to emphasize key points or advance an explanation or analysis.
	Guiding Question: How did technology improve exploration of the Atlantic ocean in the 1400s?
	<b>Language Objectives:</b> Students will be able to read and identify theme and participants in factual recounts. Students will analyze the kinds of participants that are used when writing factual recounts. <b>Content Objectives:</b> Students will identify technological advances that improved ocean travel in the 1400s.
<b>Access Prior Knowledge (Culturally relevant)</b>	<b>Do Now:</b> <u>Think-Write-Pair-Share (See References)</u> How does technology help people travel today? What technology helps you find where you are going? <ul style="list-style-type: none"> <li>● Select students to share with the class.</li> <li>● Discuss <i>innovations</i> in technology that help people navigate today.</li> </ul>
<b>New Information</b>	<u>Frayer Model Vocabulary Squares, FM (see References)</u> <b>explore, explorer, exploration</b> <ul style="list-style-type: none"> <li>● Use the <u>Word Family Frayer Template (see Handout 4)</u></li> <li>● Define as a group</li> <li>● Think-Pair-Write-Share</li> </ul>

	<ul style="list-style-type: none"> <li>○ How are each of these used differently in a sentence?</li> <li>○ Can they all be in the <i>theme</i> of the sentence?</li> <li>○ Can they all be used in the <i>rheme</i> of a sentence?</li> <li>○ Which ones are more likely to be <i>participants</i> in the sentence?</li> <li>○ Work through some example sentences together.</li> <li>○ Students will add two example sentences to the bottom two quadrants of their Frayer Model Templates</li> </ul> <p><b>Technology and Early Exploration p. 131</b></p> <ul style="list-style-type: none"> <li>● Copy the section of text so students can write on it.</li> <li>● <u>AVID Mark the Text Strategy</u> (See References) <ul style="list-style-type: none"> <li>○ Number the paragraphs</li> <li>○ Read one time (independently)</li> <li>○ Read second time ( teacher-led guided reading)</li> <li>○ Circle key words <ul style="list-style-type: none"> <li>■ Analyze and discuss the words from the Frayer Model as they are used in the text.</li> <li>■ Identify the author’s purpose <ul style="list-style-type: none"> <li>● What is the purpose of this text?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
Apply	<p><b>Identifying Theme and Rheme</b></p> <p>Hand out <a href="#">Theme/Rheme Table</a> (See Handout 5) to break down the sentences and identify patterns.</p> <ul style="list-style-type: none"> <li>● Students will re-read each paragraph with a partner to analyze <i>theme progressions</i></li> <li>● Students will use the tables to work in groups and answer the questions below the table to analyze the way the author organizes and connects ideas by using reference and theme progressions <ul style="list-style-type: none"> <li>○ In sentence 1, what does the word <i>although</i> signal to us as readers?</li> <li>○ In sentence 2, the author begins with <i>innovations</i>. What example of an <i>innovation</i> does the author write about in the last three sentences.</li> <li>○ In sentence 3, the author begins with <i>before then</i>. What helps us figure out the meaning of <i>before then</i>?</li> </ul> </li> <li>● Stop the class independent work to discuss as a whole class.</li> </ul>

	<ul style="list-style-type: none"><li>● Allow students to work independently on Paragraph 2.<ul style="list-style-type: none"><li>○ What are the <i>participants</i> in this paragraph?</li><li>○ How many of the participants are <i>people</i>? Which ones?</li></ul></li><li>● Stop the class independent work to discuss as a whole class.</li> <li>● Allow students to work independently on Paragraph 3.<ul style="list-style-type: none"><li>○ How many of the participants are <i>people</i>? Which ones?</li><li>○ Why are there more people used as participants in this paragraph compared to the second paragraph?</li></ul></li><li>● Stop the class independent work to discuss as a whole class.</li></ul>
<b>Generalize (check for understanding)</b>	Exit Ticket: Write a Summary: Describe how an innovation improved ocean travel in the 1400s.

<b>LESSON 4: Checklist Alignment</b>	
<p>Identify the <b>Standards and Benchmarks</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for History and Social Studies</li> </ul>	<p>Identify the “<b>functions</b>” in the benchmarks</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Explain</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --write a summary</i></li> </ul> </li> </ul>	
<p>Determine the appropriate <b>genre</b> of the student response.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Descriptive Summary (Exit Ticket)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre ...</b></li> <li><input type="checkbox"/> <i>Precise, factual language; phrases that clarify details; transition words</i></li> </ul>
<p><b>Written Assessments/Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Fray Model</i></li> <li><input type="checkbox"/> <i>Mark the Text</i></li> <li><input type="checkbox"/> <i>Analyzing Themes and Participants</i></li> <li><input type="checkbox"/> <i>Explanatory summary</i></li> </ul>	<p><b>Spoken Assessments/Activities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Partner reading</i></li> <li><input type="checkbox"/> <i>Partner Discussion</i></li> <li><input type="checkbox"/> <i>Guided Discussion; Cold Call</i></li> </ul>
<p>Determine the <b>Content Knowledge</b> needed to complete the assessment.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text....</li> <li><input type="checkbox"/> <i>Page 131 of the text book, 2 paragraphs.</i></li> </ul>	<p>Determine the <b>genre</b> of the text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount</i></li> </ul>
<p><b>Analyze the text</b> and determine features of the text that students need to understand.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Theme, Rheme, Participants</i></li> </ul>	<p><b>Direct Instruction and Teacher Modeling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Prepare a section of text for</i></li> </ul>

	<p><i>guided reading to model identifying chosen text feature</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Identify specific words in the text that are examples of the chosen text feature</i></li> <li><input type="checkbox"/> <i>Selected vocabulary: meaning and use in related context</i></li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Students working in groups or pairs to gain mastery of content</i></li> <li><input type="checkbox"/> <i>Whole class discussion: e.g. interactive notes, guided reading</i></li> <li><input type="checkbox"/> <i>Students analyzing text with one another</i></li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Writing a descriptive summary;</i></li> </ul>
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative: Have students improved their descriptive summary writing skills?</i></li> </ul>	

	<b>Lesson 5</b> <b>77 minutes</b>
<b>Goal</b>	<p><u>Benchmark 2.</u> Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization <u>CCSS.ELA-LITERACY.W.9-10.2.C</u></p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
	<p><u>Guiding Questions:</u> Why were Europeans interested in exploration? How did technology improve exploration of the Atlantic ocean in the 1400s? How did economic forces motivate Europeans to explore new trade routes?</p>
	<p><b>Language Objectives:</b> Students will connect ideas using themes and connectors signaling causal relationships between ideas.</p> <p><b>Content Objectives:</b> Students will identify and organize causes of European exploration in a graphic organizer. Students will write a recount of reasons for European exploration. Students will write a description of how technology improved ocean travel in the 1400s. Students will write an explanation of the forces that motivated Europeans to explore new trade routes.</p>
<b>Access Prior Knowledge (Culturally relevant)</b>	<p><b>Do Now:</b> <u>Think-Write-Pair-Share</u> (See References) Think about our lesson yesterday. Look at your Themes worksheet. What do you think the author wants you to understand on page 131?</p> <ul style="list-style-type: none"> <li>● Select students to share with the class.</li> </ul>
<b>New Information</b>	<p>Review: What kinds of words are used to tell the cause of events? Make a list with a partner.</p>

	<ul style="list-style-type: none"> <li>• Select students to share with the class.</li> </ul> <p>Logical connectors for Causes and Effects</p> <ul style="list-style-type: none"> <li>• Make a list as a class</li> <li>• Students will record the list into <u>Cornell notes</u> (<a href="#">See Handout 3</a>)</li> <li>• Pre-teach words and phrases for explaining causes</li> <li>• Students record the examples into Cornell notes</li> </ul> <p>Practice and model using <i>because</i> in the middle of a sentence (students will be familiar with this strategy)</p> <p>Use examples that front the structure of cause to the theme of the sentence.</p> <ul style="list-style-type: none"> <li>• Suggestion: rewrite parts of the text p. 130-131 using phrases that indicate cause <ul style="list-style-type: none"> <li>○ Co-construct the rewritten text with student input</li> </ul> </li> </ul> <table border="1" data-bbox="516 779 1422 1178"> <tr> <td data-bbox="516 779 971 846">Page 130</td> <td data-bbox="971 779 1422 846">Rewritten to <i>explain cause</i></td> </tr> <tr> <td data-bbox="516 846 971 1178">European merchants traveled to Asia to trade for goods that could not be found in Europe.</td> <td data-bbox="971 846 1422 1178"> <p><b>Because many goods could not be found in Europe</b>, merchants traveled to Asia to trade.</p> <p>OR</p> <p>Many goods could not be found in Europe <b>so</b> European merchants traveled to Asia to trade.</p> </td> </tr> </table>	Page 130	Rewritten to <i>explain cause</i>	European merchants traveled to Asia to trade for goods that could not be found in Europe.	<p><b>Because many goods could not be found in Europe</b>, merchants traveled to Asia to trade.</p> <p>OR</p> <p>Many goods could not be found in Europe <b>so</b> European merchants traveled to Asia to trade.</p>
Page 130	Rewritten to <i>explain cause</i>				
European merchants traveled to Asia to trade for goods that could not be found in Europe.	<p><b>Because many goods could not be found in Europe</b>, merchants traveled to Asia to trade.</p> <p>OR</p> <p>Many goods could not be found in Europe <b>so</b> European merchants traveled to Asia to trade.</p>				
<b>Apply</b>	<p><a href="#">Graphic organizer</a> (<a href="#">See Handout 6</a>) of Reasons or Causes of European exploration</p> <ul style="list-style-type: none"> <li>• Students will work in pairs to add causes to the graphic organizer</li> </ul>				
<b>Generalize</b> (check understanding)	<p>Exit Ticket: (<a href="#">See References</a>)</p> <p>Add to Notes: Students will write a practice, paragraph-length response to the guiding question on the cornell notes in the summary section.</p>				

LESSON 5: Checklist Alignment	
Identify the <b>Standards and Benchmarks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for Informational Text</li> </ul>	Identify the “ <b>functions</b> ” in the benchmarks <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Clarify</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding               <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --write a summary</i></li> </ul> </li> </ul>	
Determine the appropriate <b>genre</b> of the student response. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explanatory Summary (Exit Ticket)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre ...</b></li> <li><input type="checkbox"/> <i>Precise, factual language; phrases that clarify details; transition words</i></li> </ul>
<b>Written Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Cornell Notes</i></li> <li><input type="checkbox"/> <i>Graphic Organizer</i></li> <li><input type="checkbox"/> <i>Explanatory summary</i></li> </ul>	<b>Spoken Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Partner Discussion</i></li> <li><input type="checkbox"/> <i>Guided Discussion; Cold Call</i></li> </ul>
Determine the <b>Content Knowledge</b> needed to complete the assessment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a Text....</li> <li><input type="checkbox"/> <i>Page 130-131 of the text book, 2 paragraphs.</i></li> </ul>	Determine the <b>genre</b> of the text. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Factual recount</i></li> </ul>
<b>Analyze the text</b> and determine features of the text that students need to understand. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Cause and effect connectors</i></li> </ul>	<b>Direct Instruction and Teacher Modeling</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Prepare a section of text for guided reading to model identifying chosen text feature</i></li> </ul>



	<ul style="list-style-type: none"> <li>❑ <i>Prepare a “shared” writing experience to co-construct an example as a class.</i></li> </ul>
<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>❑ <i>Students working in groups or pairs to gain mastery of content</i></li> <li>❑ <i>Whole class discussion: e.g. interactive notes,</i></li> <li>❑ <i>Students co-constructing text with one another</i></li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>❑ <i>Writing a descriptive summary;</i></li> </ul>
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>❑ <i>Formative: Have students improved their explanatory summary writing skills?</i></li> </ul>	

	<b>Lesson 6</b> <b>77 minutes</b>
<b>Goal</b>	<p><b>Benchmark 2. Explain</b> the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization  <u>CCSS.ELA-LITERACY.W.9-10.2.C</u>            Use appropriate and varied transitions to <b>link</b> the major sections of the text, create cohesion, and <b>clarify</b> the relationships among complex ideas and concepts.  <u>CCSS.ELA-LITERACY.W.9-10.2</u>            Write informative/explanatory texts to <b>examine</b> and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and <b>analysis</b> of content.</p>
	<p><u>Guiding Question:</u> Why were Europeans interested in exploration?            How did technology improve exploration of the Atlantic ocean in the 1400s?            Explain the ways technology helped improve exploration in the 1400s.</p>
	<p><b>Content/Language Objective:</b>            Students will be able to collaboratively construct a paragraph explaining the reasons or causes of European Exploration in the 1400s, using cause and effect transition words and phrases in the themes to create cohesion in a paragraph.</p>
<b>Access Prior Knowledge (Culturally relevant)</b>	<p><b>Do Now:</b>  <u>Think-Write-Pair-Share</u></p> <ul style="list-style-type: none"> <li>● What kinds of questions require an explanation and not just a list of facts?</li> </ul>
<b>New Information</b>	Review Causes of European Exploration using a <a href="#">Kahoot!</a>
<b>Apply</b>	<p><a href="#">Collaborative Paragraph Construction (See Handout 7)</a></p> <ul style="list-style-type: none"> <li>● Prior to the lesson, cut out the themes, rhemes and connector strips in the document linked above.</li> <li>● Create packets of these strips in the number appropriate to the number of groups in the classroom.</li> </ul>

	<ul style="list-style-type: none"><li>● Give each group a packet of the strips and the instruction page, and the guiding question.</li><li>● Allow students to work in teams to construct a meaningful paragraph responding to the guiding question.</li><li>● Once students are finished, teacher should check for accuracy.</li><li>● Students will take a picture of their paragraph and upload it to the medium of choice (Educreations is recommended)</li><li>● Students will record themselves reading the paragraph on the app</li><li>● Students will save and submit their recording.</li></ul>
<b>Generalize</b> (check understanding)	Exit Ticket: Submit your paragraph in <a href="#">Educreations</a>

LESSON 6: Checklist Alignment	
Identify the <b>Standards</b> and <b>Benchmarks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> State History Standards</li> <li><input type="checkbox"/> Common Core Standards for Informational Text</li> </ul>	Identify the “ <b>functions</b> ” in the benchmarks <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Analyze</i></li> <li><input type="checkbox"/> <i>Explain</i></li> <li><input type="checkbox"/> <i>Clarify</i></li> <li><input type="checkbox"/> <i>link</i></li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a clear <b>content</b> objective.</li> <li><input type="checkbox"/> Write a clear <b>language</b> objective.</li> <li><input type="checkbox"/> Determine an <b>assessment task</b> for students to use language and demonstrate content understanding               <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Formative --Co-constructed paragraph and fluency reading</i></li> </ul> </li> </ul>	
Determine the appropriate <b>genre</b> of the student response. <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Explanatory Summary; written and orally read (Exit Ticket)</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the <b>features of the genre</b> ...</li> <li><input type="checkbox"/> <i>Precise, factual language; phrases that clarify details; transition words</i></li> </ul>
<b>Written Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair Share</i></li> <li><input type="checkbox"/> <i>Explanatory summary</i></li> </ul>	<b>Spoken Assessments/Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Think-Write-Pair-Share</i></li> <li><input type="checkbox"/> <i>Collaborative Paragraph Construction</i></li> <li><input type="checkbox"/> <i>Video: fluency reading</i></li> </ul>
Determine the <b>Content Knowledge</b> needed to complete the assessment. <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>	Determine the <b>genre</b> of the text. <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>
<b>Analyze the text</b> and determine features of the text that students need to understand. <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>	<b>Direct Instruction and Teacher Modeling</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> N/A</li> </ul>
<b>Interaction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Students working in groups or pairs</i></li> </ul>	<b>Independent Practice</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Fluency Reading on a Video</i></li> </ul>

<p><i>to gain mastery of content</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Students co-constructing text with one another</i></li></ul>	
<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <i>Formative: Have students accurately assembled an effective explanatory paragraph?</i></li></ul>	

	<b>Assessment</b> <b>77 minutes</b>
<b>Goal</b>	<p><u>Benchmark 2.</u> Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization <u>CCSS.ELA-LITERACY.W.9-10.2.C</u> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>CCSS.ELA-LITERACY.W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
	<p><u>Guiding Question:</u> Why were Europeans interested in exploration? Explain the reasons for European exploration. How did technology improve exploration of the Atlantic ocean in the 1400s? Explain the ways technology helped improve exploration in the 1400s.</p>
	<p>GOAL: Students will be able to write a paragraph explaining the reasons or causes of European Exploration in the 1400s, using cause and effect transition words and phrases in the themes to create cohesion in a paragraph.</p>
<b>Preparation</b>	<p><b>Do Now:</b> Students may take out their graphic organizers about the causes of European exploration.</p>
<b>Assessment</b>	<p><u>Assessment 1</u> Students will write a paragraph response to each of the guiding questions After they write their responses, they will be asked to circle the participants in their writing; underline words to indicate cause and effect; and highlight the themes. Their work for each paragraph will be graded on the following <u>rubric</u> The second task will be assessed for accuracy and graded on the percentage of accurately identified participants, cause and effect, and themes.</p>

## HANDOUT 1

**Visual Thinking Strategies (VTS)**

Directions: Look at the picture. Complete the VTS about that picture.

<p>1. Label objects and people. Just write what you see.</p>	<p>I see.....</p>
<p>2. Describe the actions. What do you think is happening?</p>	<p>I think that _____ because I see _____. It looks like _____ _____.</p>
<p>3. What is the mood or emotion in this picture?</p>	<p>I can see the emotion or mood is _____ because I see _____.</p>
<p>4. What do you want to understand about this image?</p>	<p>I don't understand.....</p> <p>I want to understand.....</p>
<p>5. What questions do you have about this image?</p>	<p>I am wondering.....</p> <p>Why.....</p> <p>What.....</p>

## HANDOUT 2

Word \_\_\_\_\_

Definition	Draw a picture
Sentence	Stress pattern for Pronunciation

Word \_\_\_\_\_

Definition	Draw a picture
Sentence	Stress pattern for Pronunciation

Word \_\_\_\_\_

Definition	Draw a picture
Sentence	Stress pattern for Pronunciation



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**HANDOUT 3**  
**CORNELL NOTES TEMPLATE ADAPTED FROM AVID**

Topic/Objective	Name Date Class
Guiding Question	
Questions:	Notes:

Summary:

HANDOUT 4

Word \_\_\_\_\_

Definition	Part of Speech
Sentence: In the theme	Sentence: In the rheme

Word \_\_\_\_\_

Definition	Part of Speech
Sentence: In the theme	Sentence: In the rheme

Word \_\_\_\_\_

Definition	Part of Speech
Sentence: In the theme	Sentence: In the rheme

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HANDOUT 5  
Analyzing Theme and Rheme

Page 131, paragraph 1		
Sentence	Theme	Rheme
1		
2		
3		
4		
5		
6		
<p>In sentence 1, what does the word <i>although</i> signal to us as readers?</p> <p>In sentence 2, the author begins with <i>innovations</i>. What example of an <i>innovation</i> does the author write about in the last three sentences.</p> <p>In sentence 3, the author begins with <i>before then</i>. What helps us figure out the meaning of <i>before then</i>?</p>		

--

Page 131, Paragraph 2		
Sentence	Theme	Rheme
1		
2		
3		
4		
<p>What are the <i>participants</i> in this paragraph?</p> <p>How many of the participants are <i>people</i>? Which ones?</p>		
Page 131, Paragraph 3		
Sentence	Theme	Rheme
1		
2		
<p>How many of the participants are <i>people</i>? Which ones?</p>		

Why are there more people used as participants in this paragraph compared to the second paragraph?

### HANDOUT 6

#### CAUSES OF EUROPEAN EXPLORATION IN THE 1400s

##### **Guiding Questions:**

Why were Europeans interested in exploration?

How did technology improve exploration of the Atlantic ocean in the 1400s?

**Directions:** Use your text and your notes to identify the causes of European exploration in the 1400s.

CAUSES	EFFECT
	<p style="text-align: center;">Europeans explored the Atlantic Ocean in the 1400s.</p>

--	--

## HANDOUT 7

## Collaborative Paragraph Construction

**Guiding Question:** Why were Europeans interested in exploration?

Themes/participants/ noun phrases	Rhemes	Connectors
European Explorers	Traveled to Asia to trade for goods	because
traders	Crossed thousands of miles of land	Because of
Countries	Wanted safer trade routes	so
They	Were attacked and robbed	As a result of
trade	Fought over control of trade routes	As a result,
explorers	Was dangerous	
Goods that could not be found in Europe	Would be safer	
Travel between Europe and Asia		

A sea route		
It		
Europeans		

### **Checklist of Directions:**

\_\_\_\_\_ Work with a group of 3 or 4 students.

\_\_\_\_\_ Sort the words and phrases into three piles: themes, rhemes, and connectors

\_\_\_\_\_ Choose words and phrases from all three piles to construct a paragraph that has at least five sentences.

\_\_\_\_\_ When you are finished, check with your teacher

\_\_\_\_\_ Take a picture of your paragraph and upload it to Educreations (each student will do this on their own iPad.)

\_\_\_\_\_ Record yourself reading the paragraph on the app

\_\_\_\_\_ Go to Save Finished Video to submit your assignment







## RUBRIC

ASSESSMENT: Explanation of Cause and Effect Paragraph Writing  
(Adapted and expanded from WIDA Writing Rubric)

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

	1	2	3	4
Comprehensibility and originality	Text that is copied or adapted is generally comprehensible	Some original text and adapted text is generally comprehensible	Original text is generally comprehensible	Original text is comprehensible and written in correct sequence.
Discourse Dimension	Language that represents an idea or ideas No attempt at organization	Text shows emerging expression of ideas No Main idea stated; some attempt at organization	Text shows emerging expression of ideas with an attempt at writing a Main Idea statement; some attempt at organization.	Text shows developing organization of an expanded idea or multiple related ideas; a clear Main Idea is stated with relevant supporting details.
Sentence Dimension	Words, chunks of language or simple phrasal patterns; common, memorized words.	Repetitive sentence and phrasal patterns; simple sentence structure.	An emerging range of sentence patterns and grammatical structures common to explanations	A developing range of sentence patterns and grammatical structures characteristic of explanations
Vocabulary Usage	Usage of highest frequency general content-related words  No use of cause and effect words	Usage of everyday social and instructional words and expressions  Emerging use of cause and effect words	Usage of general content words and expressions  Developing use of cause and effect words and phrases.	Usage of some specific content words and expressions related to content areas as appropriate  Appropriate use of cause and effect words phrases.
Language Control, format and mechanics	Writing shows little understanding of paragraph and sentence format, punctuation and spelling.	Writing shows emerging understanding of paragraph and sentence format, punctuation and spelling.	Writing shows developing understanding of paragraph and sentence format, punctuation and spelling..	Writing may contain small errors that do not detract from meaning; however a basic understanding of of paragraph and sentence format, punctuation and spelling is shown.
Content Knowledge	Writing shows little understanding of the	Writing shows an emerging understanding of	Writing shows a developing understanding of the	Writing shows a basic understanding of the

Reasons for European Exploration	reasons for European Exploration.	the reasons for European Exploration.	reasons for European Exploration.	reasons for European Exploration.
TOTAL				

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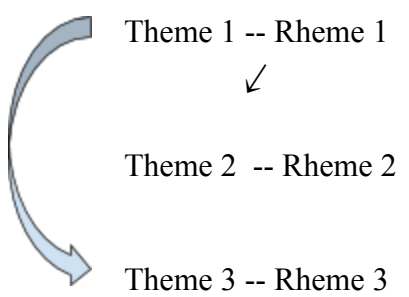
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## APPENDIX A

## Text Analysis

## Theme Progressions in ACCESS Unit 4

Mary Engelun


Unit 4: Early Exploration Genre: Factual Recount			
Sub Topic: Reasons for Early Exploration p. 130			
Paragraph 1			
<p>European merchants traveled to Asia to trade for goods that could not be found in Europe. These goods included silk and spices such as pepper and cinnamon.</p> <p>Europeans also believed gold and silver could be found in Asia</p>			
 <p>Theme 1 -- Rheme 1</p> <p>Theme 2 -- Rheme 2</p> <p>Theme 3 -- Rheme 3</p>			
clause/ sentence	Theme	Rheme	Pattern
1	European merchants	Traveled to Asia to trade for goods that could not be found in	

		Europe.	
2	These goods	Included silk and spices such as pepper and cinnamon.	Zig-zag pattern ↙
3	Europeans	Also believed gold and silver could be found in Asia.	None References theme 1

Sub Topic: Reasons for Early Exploration p. 130

Paragraph 2

During the 1400s, world maps used by Europeans showed only three continents--Europe, Africa, and Asia. To travel between Europe and eastern Asia, traders crossed thousands of miles of land. Countries fought over control of trade routes. Traders were attacked and robbed. European rulers wanted to find an easier and safer trade route from Europe to Asia. They believed finding a sea route would make them rich.

 Theme 1 -- Rheme 1

Theme 2 -- Rheme 2

Theme 3 -- Rheme 3



Theme 4 -- Rheme 4

Theme 5 -- Rheme 5



Theme 6 -- Rheme 6

clause/ sentence	Theme	Rheme	Pattern
---------------------	-------	-------	---------

1	During the 1400s, world maps used by Europeans	showed only three continents--Europe, Africa, and Asia.	Time-based theme 
2	To travel between Europe and eastern Asia, traders	Crossed thousands of miles of land	none
3	Countries	Fought over control of trade routes	none
4	Traders	Were attacked and robbed	none
5	European rulers	Wanted to find an easier and safer trade route from Europe to Asia.	none
6	They	Believed finding a sea route would make them rich.	linear 

Sub-topic: Technology and Early Exploration p. 131


Paragraph 1







Although a sea route from Europe to Asia would be longer than a land route, traveling by sea was much faster. Innovations, or new technology, made ocean travel even easier in the 1400s. Before then, people sailed on ships with square sails that were very slow. In the early 1400s, Portuguese shipbuilders invented a new kind of ship called a caravel. It was smaller and lighter and had sails shaped like triangles. The caravel allowed sailors to travel longer distances.

Theme 1 -- Rheme 1


Theme 2 -- Rheme 2




 Theme 3 -- Rheme 3

<p style="text-align: center;">  Theme 4 -- Rheme 4            ✓            Theme 5 -- Rheme 5              Theme 6 -- Rheme 6         </p>			
clause/ sentence	Theme	Rheme	Pattern
1	Although a sea route from Europe to Asia would be longer than a land route	traveling by sea was much faster.	Contrast 
2	Innovations, or new technology,	made ocean travel even easier in the 1400s.	none
3	Before then, people	sailed on ships with square sails that were very slow	Time-based theme  Zig-zag (then refers to the 1400s) ✓
4	In the early 1400s, Portuguese shipbuilders	Invented a new kind of ship called a caravel	Time-based theme 
5	It	was smaller and lighter and had sails shaped like triangles.	Zig-zag pattern ✓
6	The Caravel	Allowed sailors to travel longer distances.	Linear 
Sub-topic: Technology and Early Exploration p. 131  Paragraph 2			



<p>Tools used for navigation also improved sea travel. The compass had been invented by the Chinese much earlier. European sailors used the compass to know in which direction they were headed. The needle of a compass always points north.</p>			
<p>Theme 1 -- Rheme 1</p> <p>Theme 2 -- Rheme 2</p> <p>Theme 3 -- Rheme 2</p> <p>Theme 4 -- Rheme 4</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Tools used for navigation	Also improved sea travel	
2	The compass	Had been invented by the Chinese much earlier.	none
3	European sailors	Used the compass to know in which direction they were headed	none
4	The needle of a compass	Always points north	none
<p>Sub-topic: Technology and Early Exploration p. 131</p> <p>Paragraph 3</p> <p>Sailors used an astrolabe to measure how far the sun or a star was above the horizon. Sailors could then determine how far north or south they were located.</p>			
<p>Theme 1 -- Rheme 1</p> <p style="text-align: center;"></p> <p>Theme 2 -- Rheme 2</p>			

clause/ sentence	Theme	Rheme	Pattern
1	Sailors	used an astrolabe to measure how far the sun or a star was above the horizon.	
2	Sailors	could then determine how far north or south they were located.	Linear 

Sub-topic: Technology and Early Exploration p. 131

Sub-heading: Building a better ship

Paragraph 4

In addition to changing the shape of the sails, the Portuguese made other improvements to the caravel. They waterproofed the wood floors by covering them with tar and other materials. They also used stronger ropes and sails. Later, shipbuilders added another sail to the front of the caravel that better controlled the ship.

Theme 1 -- Rheme 1



Theme 2 -- Rheme 2



Theme 3 -- Rheme 2







Theme 4 -- Rheme 4

clause/ sentence	Theme	Rheme	Pattern
1	In addition to changing	made other improvements to the	Additive,

	the shape of the sails, <b>the Portuguese</b>	caravel.	connects previous paragraphs
2	<b>They</b>	waterproofed the wood floors by covering them with tar and other materials.	linear ↓
3	<b>They</b>	also used stronger ropes and sails.	linear ↓
4	Later, shipbuilders	added another sail to the front of the caravel that better controlled the ship.	Time-based ⊕
<p>Sub-Topic:Goals and Accomplishments of Early Explorers p. 132</p> <p>Paragraph 1</p> <p>Portugal led the search to find a sea route to Asia. Its location on the western coast of Europe made it a good starting place for sailors. Portuguese rulers encouraged exploration. They often gave the funds, or money, needed for expensive sea voyages.</p>			
<p style="text-align: center;">Theme 1 -- Rheme 1 ↓ Theme 2 -- Rheme 2 ↓ Theme 3 -- Rheme 3 ↓ Theme 4 -- Rheme 4</p>			
clause/ sentence	Theme	Rheme	Pattern

1	Portugal	led the search to find a sea route to Asia.	
2	Its location on the western coast of Europe	made it a good starting place for sailors.	linear ↓
3	Portuguese rulers	encouraged exploration	Additive, expands theme 1
4	They	often gave the funds, or money, needed for expensive sea voyages.	linear ↓
<p>Sub-Topic: Goals and Accomplishments of Early Explorers p. 132</p> <p>Sub-heading: Prince Henry the Navigator</p> <p>Paragraph 1</p> <p>Prince Henry the Navigator was one Portuguese ruler who was very interested in exploration. In 1419, he started a school to teach navigation and mapmaking. Sailors, scientists, and shipbuilders worked together to improve sea travel and to create new inventions, including the caravel</p>			
<p>Theme 1 -- Rheme 1</p> <p>↓</p> <p>⊕ Theme 2 -- Rheme 2</p> <p>Theme 3 -- Rheme 3</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Prince Henry the Navigator	was one Portuguese ruler who was very interested in exploration.	

2	In 1419, he	started a school to teach navigation and mapmaking.	Time-based  & linear 
3	Sailors, scientists, and shipbuilders	worked together to improve sea travel and to create new inventions, including the caravel	none
<p>Sub-Topic:Goals and Accomplishments of Early Explorers p. 132</p> <p>Sub-heading: Prince Henry the Navigator</p> <p>Paragraph 2</p> <p>Prince Henry put together many expeditions down the coast of Africa. His sailors explored the region and set up trading posts. Prince Henry also hoped to find a sea route to Asia around the southern tip of Africa. Explorer Bartolomeu Dias became the first European to sail around Africa's southern tip in 1488.</p>			
<p style="text-align: center;">Theme 1 -- Rheme 1  Theme 2 -- Rheme 2  Theme 3 -- Rheme 3 Theme 4 -- Rheme 4</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Prince Henry	put together many expeditions down the coast of Africa.	

2	His sailors	explored the region and set up trading posts.	linear ↓
3	Prince Henry	also hoped to find a sea route to Asia around the southern tip of Africa.	linear ↓
4	Explorer Bartolomeu Dias	became the first European to sail around Africa's southern tip in 1488.	none

Sub-Topic: Goals and Accomplishments of Early Explorers p. 132

Sub-heading: Christopher Columbus

Paragraph 1

Explorers from other European countries also began looking for new routes to Asia.

Christopher Columbus was an Italian explorer. He wanted to reach Asia by sailing west across the Atlantic Ocean. The rulers of Spain, King Ferdinand and Queen Isabella, agreed to pay for his voyage. At that time, Europeans did not know any continents lay between Europe and Asia.

Theme 1 -- Rheme 1

Theme 2 -- Rheme 2





Theme 3 -- Rheme 3

Theme 4 -- Rheme 4



Theme 5 -- Rheme 5

clause/ sentence	Theme	Rheme	Pattern
1	Explorers from other	also began looking for new	


	European countries	routes to Asia.	
2	Christopher Columbus	was an Italian explorer.	none
3	He	wanted to reach Asia by sailing west across the Atlantic Ocean.	linear 
4	The rulers of Spain, King Ferdinand and Queen Isabella,	agreed to pay for his voyage.	None
5	At that time, Europeans	did not know any continents lay between Europe and Asia.	Time-based; 

Sub-Topic:Goals and Accomplishments of Early Explorers p. 132

Sub-heading: Christopher Columbus


Paragraph 2

On August 3, 1492, Columbus set out from Spain on his first voyage. Nearly 90 men sailed on 3 ships. When the crew finally saw land on October 12, Columbus thought they had reached Asia. However, the ships had actually arrived at an island in the Caribbean. Because he thought they were near India, Columbus named the region the West Indies and the people living there Indians.

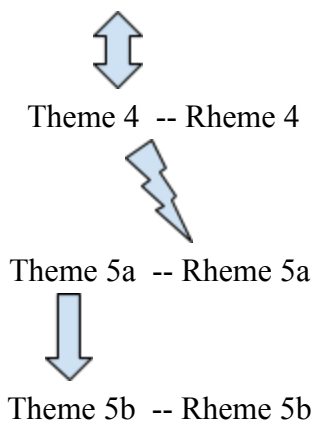





 Theme 1 -- Rheme 1

Theme 2 -- Rheme 2









 Theme 3a -- Rheme 3a






Theme 3b -- Rheme 3b







 <p>Theme 4 -- Rheme 4</p> <p>Theme 5a -- Rheme 5a</p> <p>Theme 5b -- Rheme 5b</p>			
clause/ sentence	Theme	Rheme	Pattern
1	On August 3, 1492, Columbus	set out from Spain on his first voyage.	time-based 
2	Nearly 90 men	sailed on 3 ships	none
3a	When the crew	finally saw land on October 12,	Time-based;  linear → renames ↓ theme 2
3b	Columbus	thought they had reached Asia.	none
4	However, the ships	had actually arrived at an island in the Caribbean.	Contrast 
5a	Because he	thought they were near India,	Causal 
5b	Columbus	named the region the West Indies and the people living there Indians.	linear ↓ 
Sub-Topic: Goals and Accomplishments of Early Explorers p. 132			

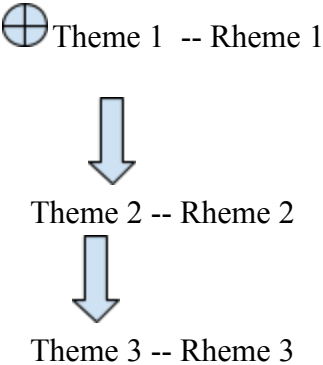








Sub-heading: Christopher Columbus			
Paragraph 3			
Columbus made 3 more voyages to the Americas. He traded animals and crops with the native people. He also claimed land for Spain			
Theme 1 -- Rheme 1  Theme 2 -- Rheme 2  Theme 3 -- Rheme 3			
clause/ sentence	Theme	Rheme	Pattern
1	Columbus	made 3 more voyages to the Americas.	
2	He	traded animals and crops with the native people.	linear 
3	He	also claimed land for Spain	linear 
Sub-Topic: Goals and Accomplishments of Early Explorers p. 132			
Sub-heading: Ferdinand Magellan			
Paragraph 1			
Columbus inspired other explorers to look for western routes to Asia. In 1519, a Portuguese explorer named Ferdinand Magellan sailed from Spain with 5 ships. He traveled down the coast of South America and found a strait that led to the Pacific Ocean. From there, Magellan thought the journey to Asia would be short. He was			

wrong. The crew traveled for about 4 months before seeing land again.			
<p style="text-align: center;">Theme 1 -- Rheme 1</p> <p style="text-align: center;"> Theme 2 -- Rheme 2</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Theme 3 -- Rheme 3</p> <p style="text-align: center;">↙</p> <p style="text-align: center;">Theme 4 -- Rheme 4</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Theme 5 -- Rheme 5</p> <p style="text-align: center;">Theme 6 -- Rheme 6</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Columbus	inspired other explorers to look for western routes to Asia.	
2	In 1519, a Portuguese explorer named Ferdinand Magellan	sailed from Spain with 5 ships.	Time-based; 
3	He	traveled down the coast of South America and found a strait that led to the Pacific Ocean.	Linear ↓
4	From there, Magellan	thought the journey to Asia would be short.	Zig-zag ↙
5	He	Was wrong	linear ↓
6	The crew	traveled for about 4 months before seeing land again.	None
Sub-Topic: Goals and Accomplishments of Early Explorers p. 132			

<p>Sub-heading: Ferdinand Magellan</p> <p>Paragraph 2</p> <p>After finally reaching Asia, Magellan's crew continued sailing west back to Europe.</p> <p>The expedition was the first to circumnavigate the world</p>			
 Theme 1 -- Rheme 1  Theme 2 -- Rheme 2			
clause/ sentence	Theme	Rheme	Pattern
1	After finally reaching Asia, Magellan's crew	continued sailing west back to Europe.	 Time-based  linear → connects back to theme 6 in previous paragraph
2	The expedition	was the first to circumnavigate the world	 Linear, nominalization
<p>Sub-Topic: Spanish Conquests p. 134</p> <p>Paragraph 1</p> <p>News of the discovery of land between Europe and Asia spread quickly throughout Europe. Spanish leaders hoped to find riches such as gold that would make them wealthy. They also wanted to teach others about their religion, Christianity.</p>			

Theme 1 -- Rheme 1 Theme 2 -- Rheme 2  Theme 3 -- Rheme 3			
clause/ sentence	Theme	Rheme	Pattern
1	News of the discovery of land between Europe and Asia	spread quickly throughout Europe.	
2	Spanish leaders	hoped to find riches such as gold that would make them wealthy.	none
3	They	also wanted to teach others about their religion, Christianity.	linear 
Sub-Topic: Spanish Conquests p. 134 Paragraph 2 <p style="text-align: center;">In the early 1500s, Spanish conquistadors traveled to the Americas, where they searched for gold and claimed land.</p>			
 Theme 1 -- Rheme 1  Theme 2 -- Rheme 2			
clause/ sentence	Theme	Rheme	Pattern
1a	In the early 1500s, Spanish conquistadors	traveled to the Americas,	Time-based 
1b	where they	searched for gold and claimed land.	linear 

<p>Sub-Topic: Spanish Conquests p. 134</p> <p>Sub-heading: Hernan Cortes and the Aztecs</p> <p>Paragraph 1</p> <p>In 1519, a Spanish explorer named Hernan Cortes led an expedition to Mexico. He learned of the wealthy Aztec Indians who had built a huge empire there. Cortes wanted to conquer them.</p>			
 <p>⊕ Theme 1 -- Rheme 1</p> <p>↓</p> <p>Theme 2 -- Rheme 2</p> <p>↓</p> <p>Theme 3 -- Rheme 3</p>			
1	In 1519, a Spanish explorer named Hernan Cortes	led an expedition to Mexico.	Time-based ⊕
2	He	learned of the wealthy Aztec Indians who had built a huge empire there.	linear ↓
3	Cortes	Wanted to conquer them	linear ↓
<p>Sub-Topic: Spanish Conquests p. 134</p> <p>Sub-heading: Hernan Cortes and the Aztecs</p> <p>Paragraph 2</p> <p>As Cortes traveled across the Mexican countryside, he recruited other Native</p>			

<p>American groups to join him in his goal of conquering the Aztecs. The army was amazed when they finally reached the Aztec capital of Tenochtitlan. It was a beautiful city built in the center of a lake.</p>			
<p style="text-align: center;">  Theme 1a -- Rheme 1a              Theme 1b -- Rheme 1b            Theme 2 -- Rheme 2              Theme 3 -- Theme 3         </p>			
clause/ sentence	Theme	Rheme	Pattern
1a	As Cortes	traveled across the Mexican countryside,	Time-based 
1b	he	recruited other Native American groups to join him in his goal of conquering the Aztecs.	linear 
2	The army	was amazed when they finally reached the Aztec capital of Tenochtitlan.	none
3	It	was a beautiful city built in the center of a lake.	Zig-zag 
<p>Sub-Topic: Spanish Conquests p. 134</p> <p>Sub-heading: Hernan Cortes and the Aztecs</p> <p>Paragraph 3</p> <p>At first, the Aztecs thought Cortes was an Aztec god. Montezuma, the Aztec ruler,</p>			

welcomed him and gave him gifts. But then Cortes captured Montezuma and made him a prisoner. Fighting broke out between the Aztec and Spanish armies. The Spanish kept food and water from the Aztecs. They destroyed all of the buildings in Tenochtitlan. Finally, in 1521, the Spanish defeated the Aztecs.

⊕ Theme 1 -- Rheme 1

Theme 2 -- Rheme 2



Theme 3 -- Rheme 3

Theme 4 -- Rheme 4



Theme 5 -- Rheme 5



Theme 6 -- Rheme 6

















⊕ Theme 7 -- Rheme 7




clause/ sentence	Theme	Rheme	Pattern
1	At first, the Aztecs	thought Cortes was an Aztec god.	Time based ⊕
2	Montezuma, the Aztec ruler,	welcomed him and gave him gifts.	none
3	But then Cortes	captured Montezuma and made him a prisoner.	Contrast ↕
4	Fighting	broke out between the Aztec and Spanish armies.	none
5	The Spanish	kept food and water from the	Zig-zag


		Aztecs.	✓
6	they	destroyed all of the buildings in Tenochtitlan.	linear ↓
7	Finally, in 1521, the Spanish	defeated the Aztecs.	Time-based; ⊕ linear ↓
<p>Sub-Topic: Spanish Conquests p. 135  Sub-heading: Francisco Pizarro and the Inca  Paragraph 1</p> <p>Francisco Pizarro, a Spanish explorer, heard stories of a powerful group of Native Americans in South America. Pizarro hoped to conquer this empire, called the Inca.</p>			
<p>Theme 1 -- Rheme 1</p> <p>↓</p> <p>Theme 2 -- Rheme 2</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Francisco Pizarro, a Spanish explorer,	heard stories of a powerful group of Native Americans in South America.	
2	Pizarro	hoped to conquer this empire, called the Inca.	linear ↓
<p>Sub-Topic: Spanish Conquests p. 135  Sub-heading: Francisco Pizarro and the Inca  Paragraph 2</p> <p>In 1531, Pizarro sailed to an Inca town in northern Peru. He discovered that the</p>			



Inca empire was in trouble. The Inca ruler had died, and the Inca people were in a civil war. A smallpox epidemic had killed many people.			
<p style="text-align: center;">  Theme 1 -- Rheme 1              Theme 2 -- Rheme 2   Theme 3a -- Rheme 3a   Theme 3b -- Rheme 3b   Theme 4 -- Rheme 4         </p>			
clause/ sentence	Theme	Rheme	Pattern
1	In 1531, Pizarro	sailed to an Inca town in northern Peru.	Time-based 
2	He	discovered that the Inca empire was in trouble.	linear 
3a	The Inca ruler	had died,	Split (Rheme 2 is divided into Themes 3a, 3b, and 4) 
3b	and the Inca people	were in a civil war.	Split 

4	A smallpox epidemic	had killed many people	Split 
<p>Sub-Topic: Spanish Conquests p. 135</p> <p>Sub-heading: Francisco Pizarro and the Inca</p> <p>Paragraph 3</p> <p>Pizarro captured and killed the new Inca ruler. His army then gained control of the INca capital of Cuzco. In 1535, Pizarro founded a new capital in Peru called Lima.</p> <p>From there, the Spanish shipped gold and silver back to Spain.</p>			
<p style="text-align: center;">Theme 1 -- Rheme 1</p> <p style="text-align: center;"></p> <p style="text-align: center;">⊕ Theme 2 -- Rheme 2</p> <p style="text-align: center;"></p> <p style="text-align: center;">Theme 3 -- Rheme 3</p> <p style="text-align: center;">↙</p> <p style="text-align: center;">Theme 4 -- Rheme 4</p>			
clause/ sentence	Theme	Rheme	Pattern
1	Pizarro	captured and killed the new Inca ruler.	
2	His army	then gained control of the Inca capital of Cuzco.	linear 
3	In 1535, Pizarro	founded a new capital in Peru called Lima.	Time-based: ⊕ linear 
4	From there, the Spanish	shipped gold and silver back to Spain.	Zig-zag ↙

<p>Sub-Topic: Spanish Conquests p. 135</p> <p>Sub-heading: Francisco Pizarro and the Inca</p> <p>Paragraph 4</p> <p>Throughout the 1500s, Spanish explorers continued to claim land and start settlements in the Americas. This had major effects on the Native Americans living there. While they received new foods and supplies from the Spanish, millions were killed from fighting and diseases. Many Native Americans were enslaved.</p>			
<p style="text-align: center;">  Theme 1 -- Rheme 1        ↓        Theme 2 -- Rheme 2        ↓        Theme 3a -- Rheme 3a        ↓        Theme 3b -- Rheme 3b        ↓        Theme 4 -- Rheme 4     </p>			
clause/ sentence	Theme	Rheme	Pattern
1	Throughout the 1500s, Spanish explorers	continued to claim land and start settlements in the Americas.	Time-based 
2	This	had major effects on the Native Americans living there.	Zig-zag ↓
3a	While they	received new foods and supplies from the Spanish,	Zig-zag ↓
3b	millions	were killed from fighting and diseases.	Linear 

			(nominalization)
4	Many Native Americans	were enslaved.	linear 

Theme Progressions Showing Reference and Cohesive Connections	
Theme Pattern Type	Frequency of theme progression pattern in the chapter
Linear	32
Zig-Zag	9
Split	3

Themes with Adverbial Phrases to Show Organization and Logical Connections	
Theme Pattern Type	Frequency of theme progression pattern in the chapter
Time-based	18
Contrast	3
Cause	1
No Adverbial Phrase and no Theme progression pattern	18